

Appendix I

Behaviour Policy - Procedures

Behaviour Management Specific Principles

All at Barclay seek to create a caring and learning environment where students are able to achieve and aspire. We intend to achieve this by:

- expecting a high level of behaviour which supports the learning of all in our school community
- school staff and students showing respect for one another
- promoting the citizenship skills of self-esteem, self-discipline, mutual respect and positive relationships
- ensuring fairness for all
- highlighting positive behaviour through rewards and celebration of success
- ensuring early intervention for students with behavioural difficulties; particularly supporting vulnerable groups and those experiencing events such as bereavement, abuse or divorce/separation of parents
- providing a safe environment where disruption of learning, violence, bullying and harassment have swift and certain consequences
- engaging and involving parents and carers, in the processes of the school's policy and procedures
- providing clear procedures and sanctions
- all school staff modelling positive behaviour and promoting it through active development of students' social, emotional and behavioural

A) Rewards and the celebration of achievements

Rewards and celebration of achievements are seen by Barclay School as the most positive way in which to encourage good behaviour, motivation and academic progress (see ***Behaviour Management and Classroom Procedures*** document). The ***Classroom Rewards Chart*** is displayed in all classrooms. There is an expectation that verbal praise and encouragement should be used often in every lesson. Other methods of reward include:

Good News Cards (GNC)



GOOD NEWS about your child

Barclay

_____ has been recognis

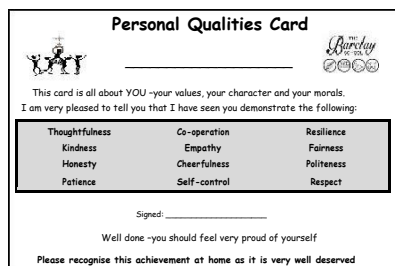
Signed: _____ Date: _____

Subject: _____

Please recognise this achievement at home as it is very well deserved

These are a one off, **immediate** reward for anything that the teacher feels appropriate, for example, an excellent piece of classwork or homework. Students are encouraged to take them home to show parents and carers.

Personal Quality Cards (PQC)



Personal Qualities Card

Barclay

This card is all about YOU – your values, your character and your morals.
I am very pleased to tell you that I have seen you demonstrate the following:

Thoughtfulness	Co-operation	Resilience
Kindness	Empathy	Fairness
Honesty	Cheerfulness	Politeness
Patience	Self-control	Respect

Signed: _____

Well done – you should feel very proud of yourself

Please recognise this achievement at home as it is very well deserved

As with GNC, these are a one off **immediate** reward given for certain personal qualities demonstrated such as thoughtfulness, kindness and resilience. Students are also encouraged to take them home to show parents and carers.

Merits

Encouragement, praise and reward are an essential part of positive behaviour. Teachers are expected to recognise good work and behaviour by words of praise and written comments in exercise books. Teachers are also expected to recognise **sustained** positive behaviour by using Merits. Merits can be rewarded for the following:

Character (CHA)	-	For consistently demonstrating positive learning qualities over time
Achievement (ACH)	-	e.g. independent learning, working well with others For achievement at or above the predicted level on a substantial piece of work
Improvement (IMP)	-	For improvement in attainment or effort over a period of time
Effort (EFF)	-	For outstanding effort over a sustained period of time
Contribution (CON)	-	For significant contribution to school life or the school community

When a student has met the standards required for a Merit, the teacher must indicate in the student's work that a Merit has been awarded by writing MERIT and the reason for the Merit e.g. EFF, ACH etc. The teacher must then log the Merit in the student's planner and sign as confirmation.

Tutors will monitor the total number of Merits received by individuals in their tutor group every half term and figures will be handed into the office in order that they are logged onto SIMS. There will be up-to-date displays showing form, year group and house running totals which will then be altered accordingly. On a year group basis, students will receive certificates according to the number of Merits which they have received during the year.

25 Merits:	Bronze Certificate
50 Merits:	Silver Certificate
75 Merits:	Gold Certificate
100 Merits:	Diamond Certificate
150 Merits:	Headteacher Platinum Certificate

Reward Assemblies

Year group reward assemblies will be held at the end of every term. During these assemblies, students will be rewarded for the following:

- 100% attendance
- Number of merits received
- Attitude to Learning across all of their subjects
- Significant improvement in effort/ and or attainment
- Significant contribution to school life beyond the classroom

Form tutor and Head of Year awards will also be given. These assemblies will be a great opportunity to highlight the large number of students in each year group who continually meet, or exceed, our expectations.

Progress Good News Cards (PGNC)



After each data collection (every term), students who have either met, or exceeded, their end of year target in English and /or Maths will also receive a PGNC.

In order to fully recognise those students who achieve success the following steps of recognition and further reward will occur:

End of Year Celebrations

At the end of the academic year, we will also be holding celebratory events such as a barbeque and Presentation Evening.

Public Recognition

A variety of public forums are used so that students who receive rewards are recognised by their peers, teachers, parents/carers and whole school community:

- Student names published in termly newsletters
- Student names listed on Year Group notice boards
- Letters sent to parents/carers
- Students collect Certificates in formal termly Year Group Awards Assemblies

Prizes

A variety of immediate rewards are offered to students receiving Merit Certificates, this might include for example:

- School pencils
- School pens
- School pencil cases
- School USBs
- Lunchtime celebratory meals with the Head of Year
- Lunchtime celebratory meals with the Headteacher
- Lunchtime jump the queue pass

In addition to these immediate rewards, Merit totals will be analysed at the end of the year and students who have achieved Gold or Platinum Certificates will be offered the chance to go on the annual 'Achievement Trip' in July. Some eligibility restrictions apply for the trip, with some students excluded for receiving high numbers of behaviour points, external exclusions or Head of Year concerns.

B) Sanctions

In order to manage behaviour effectively a behaviour tracking system is used. The ***Behaviour Management and Classroom Procedures*** document aims to give staff firm guidelines in order to ensure consistency, accountability and effective communication when behaviour is not to the high standards expected at Barclay School.

Discipline is the responsibility of all staff and students, whether in the classroom or generally around the school. Incidents must never be ignored and should be dealt with immediately, where possible. It is expected that the majority of behaviour modification will be the responsibility of the subject teacher or tutor directly involved.

Behaviour management procedures

Classroom behaviour

It is the class teacher's responsibility to ensure that all class teachers should be proactive in their response to classroom management. Students must be clear of the teacher's expectations and must understand the consequences of behaving inappropriately and the procedures which will be followed.

Class teachers should follow the ***Classroom Behaviour Consequences*** displayed clearly in all classrooms, using the stages in accordance with the guidelines set. Teachers should not 'skip' any stage

unless a serious incident occurs. When a sanction is reached the teacher must complete on SIMS a log of the incident detailing the precise nature of the event and when and where it happened. This must occur before the end of the school day. If the student needs to be removed from the lesson, it is expected that the EC system is used; although the teacher is still responsible for logging the incident on SIMS. Every incident must ensure that all relevant details are recorded, including all the students involved and all the actions taken already by staff. A record of each action taken by staff for each student is crucial; with behaviour and hence their interpretation of policy.

In order to ensure consistency across the school the teacher should use the ***Behaviour for Learning Consequences guidelines*** document which outlines a broad interpretation of misbehaviour and the recommended consequences.

Use of EC

Where a student's behaviour warrants their removal from the lesson (stage 2), see appendix IV- ***Classroom Behaviour Consequences***, the teacher should send a reliable student to the front office. The front office will then contact the designated senior teacher according to the 'EC' rota. The designated senior teacher should then remove the student. It is expected that a minimum of a one hour after school detention should be issued for any student removed from a classroom. The student should then be taken to another classroom (preferably the Head of Faculty), where they shall remain for the rest of the lesson.

If a more serious incident has occurred, or an incident which may lead to a fixed term exclusion (stage 3) see appendix IV - ***Classroom Behaviour Consequences***, then the designated senior teacher should remove the student and place them into the reflection room. The senior teacher must then report the incident to the pastoral support team to ensure that the student is dealt with effectively. It is expected that a minimum of one day in the reflection room should be issued for any student receiving a stage 3.

Detentions

Barclay school operates a whole school detention system. As a result staff, when issuing a detention, will not issue a break or lunchtime detention. Instead, all students will be entered into an afterschool detention. All staff are on a rota to cover the whole school detention system:

30 minute after school detention –Set by any member of staff for stage 1 incidents, see appendix IV - ***Classroom Behaviour Consequences***. Parents are informed before the detention is set by phone or text and students are reminded on the day by their tutors. Students are to attend the canteen at 3pm where they sit in silence for the 30 minutes.

1 hour after school detention –Set by any member of staff for significant discretions (stage 2 incidents, see appendix IV - ***Classroom Behaviour Consequences***. Parents are informed before the

detention is set by phone or text and students are reminded on the day by their tutors. Students are to attend the canteen at 3pm where they sit in silence for the 1 hour.

Senior Leadership after school detention –A 2 hour detention that runs every Friday from 3pm-5pm. Set by Heads of Year and members of the Senior Leadership team only, the detention is for students who have failed to attend a stage 2 detention without authorisation/ for grave incidents just avoiding a fixed term exclusion from school. Run by the Senior Leadership team and the Heads of Years, students are individually spoken to about why they are there and are then given literacy work to complete. Parents are informed before the detention is set by phone and students are reminded on the day by their tutors.

Saturday morning detention - Set for 8.30-9.30am every Saturday by the Senior Leadership team. Students are placed into a Saturday detention for repeated stage 1 and 2 detentions and for persistent lates to school. Parents are informed before the detention is set by phone and students are expected in uniform to complete maths or numeracy work for the hour.

If a student fails to attend a detention set, it is expected that the detention is reissued for a prolonged period of time and that a new incident of failure to complete a detention is logged onto the SIMS behaviour log. If the student fails to attend a 30 minute after school detention, then the student will be issued a 1 hour after school detention. Failure to complete a 1 hour after school detention will lead to the student receiving a Friday 2 hour SLT detention. Failure to complete a Friday after school detention will lead to a repeat the following week and internal isolation for a day.

Communication with parents will always be made before an after-school detention and parents ideally will have 24 hours notice, however this is no longer a legal requirement and the school reserves the right to issue an after-school detention within the 24 hour notice period.

Card systems

Exit Cards –Teachers must issue the card to authorise students to be out of lessons. A student out of lesson should be asked to show a pass. Failure to produce a pass is seen as truancy and will be dealt with according to school policy (see ***Behaviour for Learning Consequences guidelines*** document).

Uniform Cards –Students not able to wear the correct school dress on a given day, on production of a parental note, may be issued with the uniform card by the Deputy Headteacher. If there is no note supplied the student will be placed into the reflection room for the day and parents contacted (see ***Behaviour for Learning Consequences guidelines*** document).

Behaviour Report Cards

For persistent misconduct, or other concerns, students may be placed on report by Tutors, Heads of Year and the Senior Leadership Team:

Attendance/ Punctuality reports will be used by Tutors/ Subject teachers on a daily basis commenting only on attendance or punctuality. If students do not improve then they will be issued with a general report card.

General reports will be completed by Tutors/ Subject teachers on a daily basis commenting on students' attitude, performance and behaviour over a 2 week period. If students do not improve then they will be issued with a behaviour support plan report.

Behaviour Support Plan (BSP) reports will be used by Heads of Year and the Senior Leadership Team for students who are on a BSP. The report (blue in colour) will be monitored by the Heads of Year

and will have specific targets according to the plan. Students will remain on report throughout the length of the programme (usually 6 weeks).

Pastoral Support Plan (PSP) reports will be used by Heads of Year and the Senior Leadership Team for students who are on a PSP. The report (green in colour) will be monitored by the Assistant Headteacher: Behaviour and Safety and the Heads of Year and will have specific targets according to the plan. Students will remain on report throughout the length of the programme (usually 16 weeks).

The Student Pastoral Care System

Every student has a nominated Form Tutor who, under the management and support of the Head of Year and the leadership of the Assistant Headteacher: Behaviour and Safety, works to enable the student to make the best use of the time spent at school. They are responsible for overseeing the pastoral care, academic progress and social development of the students in their charge. All tutors must encourage students to fulfil their potential and will take opportunities to support and reinforce good behaviour and to discuss inappropriate behaviour during the tutor time morning sessions.

One priority of pastoral care is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Barclay school. All teachers are familiar with the procedures for bullying and these procedures are outlined and clarified to both staff and students on a regular basis.

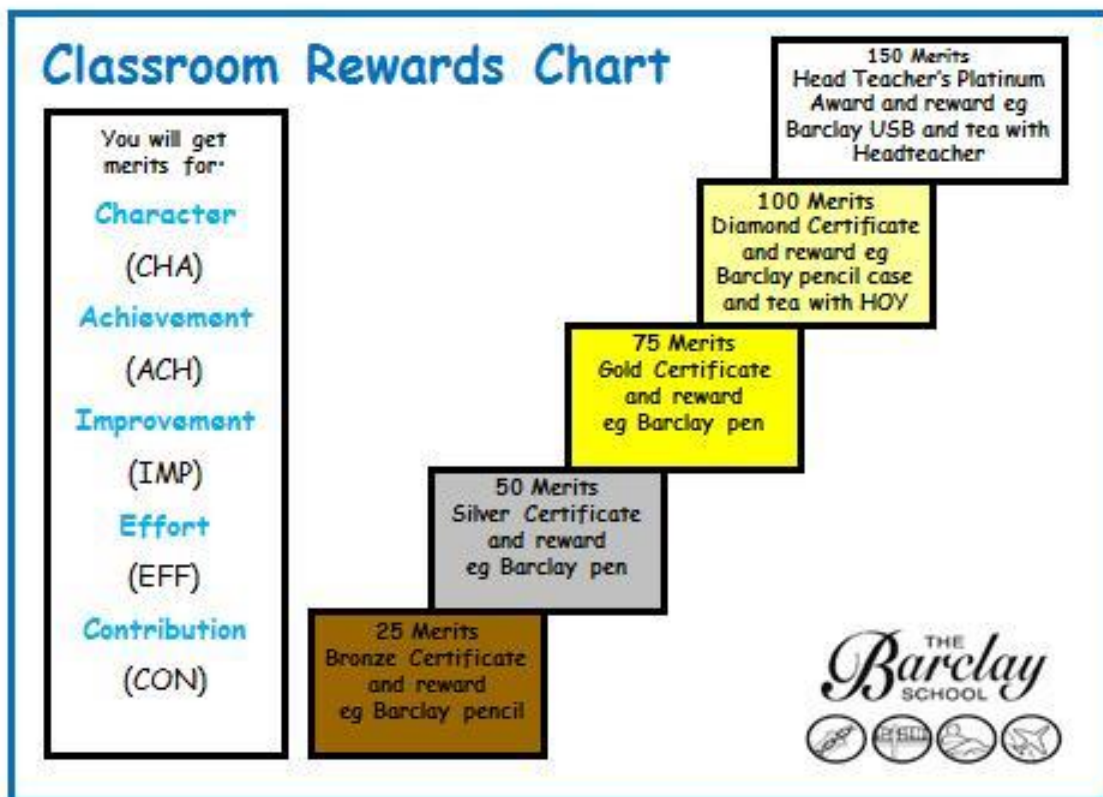
Behaviour and Bullying

All students have the right to feel secure at school and enjoy school life, therefore bullying, in any form, is always dealt with. Through the school values, Codes of Respect, PSHCE, Tutorial programmes and assemblies Barclay School develop an anti - bullying ethos which is supported by staff and students.

Procedures

1. Any reports of bullying are always taken seriously and referred to the Pastoral Support Team who investigate the situation and keep the appropriate Head of Year informed.
2. If a member of staff believes that a student is unhappy or there is a change in the normal pattern of behaviour, the situation is investigated in case bullying is the cause.
3. Where it is found that a student feels bullied action is taken to solve the problem, and when necessary parents are involved and the Assistant Headteacher: Behaviour and Safety, is informed.
4. It is sometimes difficult to change behaviour quickly and a situation may reoccur even if it has been dealt with. If it does it should be reported immediately and dealt with again.
5. In a few cases, outside agencies may be asked to become involved.
6. Bullying trends are monitored closely and reported to the Governing body every term. Analysis includes the numbers of incidents, by year group and by type e.g. homophobic bullying etc.

Appendix II - Rewards



Appendix III - Code of Respect



Barclay Code of Respect (COR)



At the CORE of everything we do

When you are talking to other students:

Do not be rude: Be polite -say 'please' and 'thank you'



Do not shout

Do not swear



Do not bully or belittle in any way

Listen and respect others' opinions



Show each other respect



When you are talking to staff:

Do not be rude: Be polite -say 'please' and 'thank you'

Do not back chat /respond in an inappropriate way

Do not swear

Do not raise your voice

Show respect

Respond to staff straight away

Listen to what staff are saying

Think before you speak

In every situation.....



Treat others as you would like to be treated

Appendix IV – Classroom Behaviour Consequences

